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ABSTRACT

A task force comprised of members from the North Carolina State Education Agency has developed a statewide plan for career education, which is outlined. Seven sections present: (1) objectives, task force background, and personnel; (2) a summary of information on North Carolina school programs; (3) a definition of career education encompassing the concepts of learning to live, learning to learn, and learning to make a living; (4) major program components, including curriculum design (K-12), professional development, community involvement, teaching materials, equipment, facilities, and evaluation; (5) identification of State agency roles; (6) 15 suggestions regarding career education program implementation for local school personnel; (7) conclusions. Recommendations are outlined for the program in general, and for curriculum, staffing and professional development, resources, and research and development. A policy statement by the chairman of the State Board of Education regarding the task force report is included. (LH)

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CAREER EDUCATION:

A REPORT OF THE NORTH CAROLINA CAREER EDUCATION TASK FORCE

(Curriculum/Administrative Series)

N. C. Department of Public Instruction

1973

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

Career Education

A task force composed of twenty-five members of the State Education Agency was charged by the State Superintendent and State Board of Education with the task of developing a state plan for career education in North Carolina. The plan was to focus attention on:

- a definition of career education
- major goals
- specific roles to be assumed
- identification of components

The report indicates that while significant improvements have been made in the public school program, many schools are still not adequately meeting the needs of all students. With rapid changes occurring in society in general and in the industrial and business world in particular, additional demands will continue to be made on schools.

Having reviewed the literature and the present status of career education in the schools of North Carolina and the nation, the task force proposes the following definition of career education.

Career education consists of the knowledge, understandings, skills and attitudes aimed at enhancing the individual's abilities to cope with the problems of learning to live, learning to learn and learning to make a living. It is an approach to learning and teaching which combines organized classroom experiences with the reality of the world in which we live and work. It provides curricular options and personal alternatives and experiences appropriate to each individual.

Career education, when properly implemented, will help each student secure and maintain a satisfactory lifestyle through:

- Learning to Live
- Learning to Learn
- Learning to Make a Living

The task force has developed goals under each of these general objectives. They can be implemented through activities and experiences encompassed in an awareness program for elementary children, an exploration program for the middle years and a skills program of specialization at the high school level. The task force recommends that North Carolina's programs include five major components: 1) a curriculum design for kindergarten through twelfth grade; 2) a plan for professional development of all groups involved in career education; 3) a plan for community involvement in the total effort; 4) a call for the development and acquisition of appropriate teaching materials, equipment and facilities; and 5) an awareness of the necessity of developing an adequate system of evaluation.

Finally, the task force has identified roles to be assumed by areas in the State Education Agency and suggested procedures to be employed at the local education level. The recommendations to the State Superintendent and the State Board of Education offer a design for implementation of the concept.

FOREWORD

In spite of many difficulties encountered by public education in recent years, there has been progress, and education today is better for many students. Nevertheless, those reponsible for providing educational leadership are not satisfied. We must continue to seek ideas and techniques which will provide better opportunities for all students. We must continue our search as long as there are school failures, dropouts, underachievers, and high rates of unemployment.

Recently, there has been a great deal communicated about career education. The term "career education" has been supported by some and criticized or questioned by others. We believe that the career education concept, proposed here for implementation in North Carolina, can help us to make significant improvements in education. It is no panacea. Many good teachers and administrators have, for years, been providing meaningful programs for their students by utilizing some of the techniques suggested in this report. We hope that the career education concept will be incorporated into all educational planning which seeks to combine the efforts of the school and community into a total program of meaningful learning for all students. Its influence should be felt by the academically talented as well as the disadvantaged and handicapped.

Public education as well as business, industry and agriculture has undergone tremendous change in a very short period of time. Accordingly, we must be willing and anxious to develop techniques and programs to help students cope successfully with these changes.

A. Craig Phillips
State Superintendent of Public Instruction

Section I

INTRODUCTION

North Carolina and the Nation are confronted with a vast problem, the dimensions of which we are just beginning to realize. We see intelligent, able-bodied men and women walking the streets in idleness--while it is next to impossible to secure the services of a plumber, electrician, TV repairman, or doctor in an emergency. Many of the idle and underemployed are dropouts from our public school system. Others are highly educated in certain respects, but are not trained for a useful occupation. And in desperation, boredom, or whatever, many of them are turning to drugs, alcohol, and crime. How long can a viable society tolerate such strains? This is a question which must be faced.

In an attempt to come to grips with the problem, the State Board of Education in July, 1972, appointed the Task Force on Career Education. The group was composed of twenty-five members of the State Education Agency, which is comprised of the Department of Public Instruction, the Department of Community Colleges and the Controller's Office. Also included was the Executive Director of the State Advisory Committee on Occupational Education.

The Task Force was charged with the responsibility of developing a comprehensive State Plan for a program of career education in the public schools of North Carolina kindergarten through grade twelve. The plan was to focus attention on the following objectives:

- A definition of career education
- The major objectives of a program in career education for North Carolina
- Specific roles to be assumed by the various areas and divisions of the Agency* in implementing the program in North Carolina
- Identification of the components of the program at various levels in the public schools
- Procedures for reorganizing the curriculum and school structure to make the career education concept a part of the total school program
- Identification of State and community resources so as to make the program broader than just the school program
- Involvement of educators, parents, people in business and industry etc.
- Presentation of a plan to the State Board of Education

*Hereafter, the term "Agency" or "State Agency" will mean the State Department of Public Instruction unless otherwise indicated and "public schools" will mean kindergarten through grade twelve.

The group first met on August 28, 1972, and, under the leadership of George Kahdy, Deputy Assistant State Superintendent for Program Services, began an in-depth study into the field of career education. A series of meetings ensued, resulting in this report.

ACKNOWLEDGMENTS

Numerous individuals and groups have cooperated to produce this report. People who wrote the report came from all areas of the State Educational Agency (the Department of Community Colleges, the Controller's Office and the Department of Public Instruction) plus one person from outside the agency. This committee was unique in itself since it not only cut across agency lines but also across discipline lines. The Task Force members were:

George A. Kahdy	Chairman - Program Services
Douglas Adams	Educational Media
Anthony J. Bevacqua	Community Colleges
Dr. William Brown, Jr.	Research
Dr. Joseph Clary	State Advisory Committee on Vocational Education
Donald Cotton	Special Services
Wayne Dillon	Pupil Personnel Services
John Ellington	Social Studies Education
Ernestine Frazier	Occupational Education
Robert Frye	Health, Safety, Physical and Civil Defense Education
Linda Gallehugh	Public Information
Lynda Griffin	Languages and Reading
Dr. Preston Hancock	Cultural Arts
Henry Helms, Jr.	Development
Coy L. Hudson	Community Colleges
Thomas C. King, Jr.	Controller's Office
C. C. Lipscomb	Languages and English
David Mallette	Science Education
Reeves McGlohon	Human Relations and Student Affairs
Dr. Cleo M. Meek	Mathematics
Eileen Miller	Title I ESEA and Early Childhood Education
Robert Mullen	Occupational Education
Lou Ann Newman	Task Force on Student Involvement
Dr. Darrell Spencer	School Planning
Cornelia Tongue	Exceptional Children

Special recognition is given to Mrs. Jane Nourse who served as secretary for the group.

Task Force members visited projects which have elements of career education within North Carolina in the Apex, Caldwell-Lenoir, Burlington, Sanford, Alamance, Laurinburg-Scotland, Lenoir County, Tarboro, Charlotte-

Mecklenburg and New Hanover schools and the Frank Porter Graham Child Development Center. In addition, they worked with directors of programs in New Jersey, Tennessee, South Carolina, Georgia, Florida, Ohio, Arizona, Oregon and North Dakota. Staff members from the Universities of North Carolina State, North Carolina at Chapel Hill, Florida, Georgia, Arizona State, Ohio State, Minnesota and Florida State rendered invaluable assistance and guidance.

The Task Force is also indebted to educators, industrialists, businessmen, laymen, parents and students who gave so generously of their time to listen to presentations of the preliminary draft, to express their concerns, and to make suggestions for improving the final report.

Section II

STATUS REPORT

In planning for the concept of career education, a careful analysis was made of the strengths and weaknesses of our existing educational program and areas in which improvements are needed. Some portions of career education, as defined later in this report, are presently found within each of our 152 local school administrative units, but existing programs need to be modified and expanded if each school system is to have the comprehensive programs in grades kindergarten through twelve as suggested in this report. A summary of information collected for the status report is included under the following headings:

A. Recent Improvements in Education

B. Schools Are Not Adequately Meeting the Needs of All Students

C. Other Areas of Society in Which Improvements in Education Should Have a Positive Influence

D. The Nature of Lifestyle and Work is Rapidly Changing

E. Present Identifiable Components of Career Education in North Carolina

A. RECENT IMPROVEMENTS IN EDUCATION

. In 1962, forty-eight of every 100 students starting school twelve years earlier had dropped out of school before graduation. By 1971, this figure was reduced to thirty-five of every 100 students.[1]

. Fifty-nine of every 100 high school graduates in 1971 continued their formal education beyond high school.

. The average years of school completed by North Carolina citizens twenty-five years of age and older increased from 8.9 years in 1960 to 10.6 years in 1970.[2]

. The Community College system:

- has grown from 24 institutions in 1963 to 56 institutions in 1972;

- presently offers 192 different occupational curriculum programs;[3]

- is serving an increasing number of students.[3]

	1966-67	1971-72
College Transfer	6,642	13,701
Occupational Curriculum	18,976	46,421
Occupational Extension	57,303	150,718
Adult Education	40,517	54,835

. Kindergartens:

- supported by the State have increased from eight administrative units serving 320 children to seventy-four units serving 3,400 children in 1972-73;[4]

- supported by ESEA Title I have increased from seventeen administrative units serving 2,717 children in 1966-67 to seventy-five units serving 12,000 children in 1972-73.[4]

. The number of full-time public school counselors has increased from fifty-five secondary school counselors and no elementary school counselors in 1959 to 802 secondary school counselors and sixty-eight elementary school counselors in 1972.[5 & 6]

. A limited number of supportive school staff assist with pupil personnel services in 1972-73 (first year this data available). These include 426 social services personnel, 27 psychological services personnel, and 232 school health services personnel.[6]

. Two hundred additional teachers for exceptional children have been added during the last biennium to bring the 1971-72 total to 2,400 teachers.[7]

. Efforts have been increased to meet the needs of each student through individualized instruction, a wider choice of books and instructional supplies, flexible scheduling, and the offering of a larger variety of courses, especially on the secondary level.

. Despite some disappointments, there is evidence that support for local school bond elections is increasing.[8]

. There are thousands of volunteers who assist in the local schools.

. There is greater student involvement.

. Information concerning public schools and the State Agency is more widely disseminated.

. State assessment is providing a means of establishing reliable baseline data.

. New State regulations have permitted more flexibility:

- Multi-adopted textbooks enable local units to select the ones which best meet their children's needs;

- Supplementary supply money can now be used for a variety of instructional supplies;

- New accreditation standards will embrace the total county or city administrative unit. The central focus is upon planning, learning and behavioral outcomes of pupils;

- A revised curriculum handbook establishes broad guidelines in keeping with current trends in education in North Carolina;

- Local units have greater responsibility to plan in-service programs that meet the needs of their own instructional staff;

- Competency-Based Teacher Education permits teacher-training to be designed to meet the needs of each individual;

- The responsibility for planning and using occupational education teacher allotments is now left to the local unit.

B. SCHOOLS ARE NOT ADEQUATELY MEETING THE NEEDS OF ALL STUDENTS

Despite evidences of progress in North Carolina's schools, there is ample proof that we are still falling short of the goal of meeting the needs of all students. Here is the proof:

. In 1970-71, 28,642 students dropped out of the public schools of North Carolina.[1]

. Approximately 35 percent of the students starting the first grade do not graduate from high school.[1 & 9]

. In 1970, only 8.5 percent of North Carolina residents 25 years of age and older had completed at least four years of college.[2]

. Nationally, only one of every five students identified as academically talented graduates from a four-year college.[10]

Comparable figures are not available for North Carolina, but undoubtedly we have at least a comparable loss of talent.

. In 1971-72, 43,857 students in North Carolina failed their grades. Of these failures, approximately 50 percent of the total occurred in grades 9 through 12.[1]

. In 1970, one of every six persons 25 years of age or older had less than a fifth grade education, and 31.8 percent of the population had eight or fewer years of schooling.[11 & 12]

. All administrative units have guidance personnel at the secondary school level, but all students do not have access to a counselor in each school.[6]

. Only 106 of the 152 local school administrative units have guidance personnel at the middle school level, and only thirty-three units have guidance personnel at the elementary school level.[6]

. In North Carolina, the percentage of persons failing the Selective Service Mental Examination is more than twice as high as the national average.[13]

C. OTHER AREAS OF SOCIETY IN WHICH IMPROVEMENTS IN EDUCATION MAY HAVE A POSITIVE INFLUENCE

Obviously, we believe that improvements in education permeate all aspects of society. For our purposes at the present time, we shall limit this report to the following items.

Economic and Social

. North Carolina ranks 39th among the fifty states in the Nation in average per capita income.[12]

. Twenty-two percent of North Carolina families have an income of less than $3,000 per year on which to live.[12]

. In North Carolina in 1970, $49,000,000 was paid in unemployment compensation.[15]

. Of North Carolina youth between the ages of sixteen and twenty-one in 1972, an average of 11.3 percent were unemployed.[15]

. Of all workers, the unemployment rate was 3.9 percent in 1970.[16]

. Of the North Carolina population 16 years of age and older unemployed in 1970, over one-half million--550,000--had less than nine years of schooling.[16]

D. THE NATURE OF LIFESTYLE AND WORK IS RAPIDLY CHANGING

. In 1960, of North Carolina's total population of 4,556,000, 39.5 percent was classified as urban and 60.5 percent as rural. In 1970, out of a total population of 5,082,059, 45 percent was classified as urban and 55 percent as rural. The actual situation was much more dramatic than the figures indicate, for many North Carolinians continue to live in rural areas, but have deserted agriculture for industrial, manufacturing, and service jobs in the cities.[2]

. Technological change is accelerating and job skills and knowledge must keep pace or become obsolete.

. Employment is changing in the State from agriculture to manufacturing, industry, and services. Additional employment opportunities in the field of agriculture have been broadened to include varied farm-related activities as well as farm production.

. Migrant labor is becoming an increasing factor in agriculture in North Carolina.

. Continued specialization has increased the number of job entry points, but entry at any point requires appropriate attitudes and appropriate knowledge of oneself, of job-seeking skills, and often of specific occupational skills.

. Approximately 30,000 types of jobs will be available in 1980 as opposed to the 21,000 available today.[17]

. The projected labor force in North Carolina for 1980 will require a 41 percent increase in professional, technical, and kindred workers and a 35 percent decrease in the demand for farm and unskilled workers.[18]

. Work is becoming more technical and requires specialized training for competency.

. The demand for unskilled labor has dramatically declined.

. Approximately nine of every ten women work outside the home at some time in their lives.[19]

- The percentage of jobs requiring a four-year college degree has declined from 20 percent in 1967 to 17 percent in 1971. At the same time, the percentage of jobs requiring technical skills has shot upward.[19]

- It is estimated that the average person will change jobs seven times during his working years. The work force is becoming more mobile; thus, individuals will require greater ability to cope with new environments.[19]

- Many workers change jobs without adequate decision-making skills.

- Early retirement is becoming more prevalent, and the life-span is increasing. Attitudes and skills related to the worthy use of leisure time thus assume added significance.

- The traditional attitude toward work--pride in workmanship--is changing.

- Eighty percent of all people who are dismissed from a job are dismissed for reasons other than job performance competencies. Thus, learning to live with the ramifications involved in the phrase--assumes added importance.[19]

E. PRESENT IDENTIFIABLE COMPONENT OF CAREER EDUCATION IN NORTH CAROLINA

The concept of career education presented in this report is not an isolated phenomenon. It is nationwide. Dr. Sidney P. Marland, former U.S. Commissioner of Education (now Assistant Secretary of Health, Education and Welfare) has been a leader in the movement to make public education more relevant and responsive to the needs of the latter part of the Twentieth Century. Therefore, under the impetus at the National level and through leadership at the State level, steps have been taken to insure careful examination and preparation to provide orderly implementation of the concept of career education in North Carolina. Briefly, the following developments have already taken place in our State.

At the elementary school level:

- Eighteen schools are receiving State funds to develop a career awareness program during the 1972-73 school year.[20]

- Eight schools are receiving Federal funds to develop career awareness programs (1972-73).[20]

At the middle/junior high school level:

- Thirty-four percent of all students in grades 7-9 were enrolled in an occupational exploration program in 1971-72.[20]

- One hundred seventy schools in 67 local school administrative units are receiving State funds in 1972-73 for occupational exploration programs.[20]

- Three schools are receiving Federal funds in 1972-73 for occupational exploration programs.[20]

At the high school level:

- Six schools are receiving Federal funds in 1972-73 to develop exemplary career preparation programs.[20]

- Forty-seven percent of all students in grades 10-12 were enrolled in an occupational class in 1971-72.[20]

- North Carolina is making continuous progress in the diversification of occupational offerings at the secondary level. There are 152 local education agencies (LEA's) in the State. During 1971-72:[20]

45 LEA's offered 7 program areas
34 LEA's offered only 6 program areas
37 LEA's offered only 5 program areas
19 LEA's offered only 4 program areas
13 LEA's offered only 3 program areas
4 LEA's offered only 2 program areas

DOCUMENTATION FOR STATUS REPORT

1. N.C. Department of Public Instruction - Division of Management Information Systems
2. U. S. Department of Commerce--1970 Census of Population
3. N. C. Department of Community Colleges--Management Information
4. N.C. Department of Public Instruction - Division of Kindergarten and Early Childhood Education
5. HEW--Annual Report Fiscal Year 1970
6. N.C. Department of Public Instruction--Division of Pupil Personnel Services
7. N.C. Department of Public Instruction--Division for Exceptional Children
8. N.C. Department of Public Instruction--Division of School Planning
9. National Education Association--Research Division
10. D. Wolfe's article "Americans' Resources of Specialized Talents" in Gallagher's book Teaching the Gifted Child, p. 11
11. Research Triangle Institute --Strategic Plan for N.C. Community College System
12. N.C. Department of Social Services
13. 1970 U.S. Statistical Abstract
14. N.C. Department of Mental Health
15. N.C. Employment Security Commission
16. N.C. Manpower Plan for Fiscal 1973
17. U.S. Department of Labor--Dictionary of Occupational Titles
18. Report by Research Triangle Institute for the N.C. Department of Community Colleges
19. U.S. Department of Labor
20. N.C. Department of Public Instruction--Division of Occupational Education, Division of Research

Section III

DEFINITION, ASSUMPTIONS AND MAJOR GOALS

Definition

The first objective with which the Task Force on Career Education was charged was that of providing a definition of the term. Nothing in this report is more important, for all else stems from the definition. Further, unless clear meanings are established and definite assumptions and goals stated, educators, the news media, and other organizations and individuals will provide their own definitions resulting in confusion.

We shall consider career education to be a more inclusive term than either "vocational education" or "occupational education." For our purposes, vocational education and occupational education are synonymous terms, broadened from the traditional meaning to include introductory experiences associated with the professions as well as providing entry-level skills in the various trades, industries, and semi-professional occupations. Thus, a young man who is considering medicine as a career, and who is serving as surgeon's assistant in the hospital as part of his high school training, is engaged in vocational (or occupational) course work as well as the student who is taking a course in automobile mechanics. Therefore, vocational (or occupational) education is a component of career education but is far from being the sum of career education.

What, then, is career education? We propose the following definition:

> *Career education consists of the knowledge, understandings, skills and attitudes aimed at enhancing the individual's abilities to cope with the problems of learning to live, learning to learn and learning to make a living. It is an approach to learning and teaching which combines organized classroom experiences with the reality of the world in which we live and work. It provides curricular options and personal alternatives and experiences appropriate to each individual.*

So defined, the Task Force views career education as a theme around which most of the school curriculum can be organized. While a danger exists that such an all-inclusive definition may become all things to all people--and thus lose its central focus--the Task Force views an individual's occupation as permeating many aspects of his life. Hence, a broad definition must be given. The Task Force will suggest ways and means through which the central focus of career education may be maintained. Suffice it to say at this point, career education, properly implemented, will help each student secure and maintain satisfactory lifestyle by guiding him in experiences in:

> LEARNING TO LIVE--Young people and adults should be prepared to live and enjoy life to its fullest. There is much leisure time today; there will be more in the future. Any program of education which does not prepare the individual to engage in wholesome leisure-time activities, as well as worthwhile work, is failing in its mission. And this applies to the school years

as well as afterwards, for the young years must be joyous years if a solid foundation is to be built for later life.

LEARNING TO LEARN--Learning is a process that goes on from the cradle to the grave. Often, however, learning becomes a sometime, incidental thing unless the individual is motivated to want to learn and is provided with the capabilities to continue a systematic program of lifelong learning. No program of education, however excellent, can do more than provide a base for later learning. And it is precisely here that career education dealing as it does with one of the most fundamental questions of human existence "Who am I and what am I to become?"--offers profound possibilities which encourage students to want to learn.

LEARNING TO MAKE A LIVING--Schools have, over the years, sought to achieve the two preceding elements of career education in varying degrees. But, learning to make a living, in too many instances, has been left to chance and circumstance. This should not be so, for those who have needed the most help have often been those given the least help. Learning to make a living, therefore, is an area which demands immediate and concentrated attention. Through career awareness, career exploration, and career preparation and specialization, all individuals should be aided in identifying and attaining career goals. They can become capable of supporting themselves and their families in an adequate manner.

Basic Assumptions

A number of basic assumptions underlie the concept of career education stated above. These include the following items:

1. Career education is an approach to learning and teaching which basically can be accommodated within the present structure of education. By incorporating it into all subject areas, it will permeate the entire educational program.

2. Children come to school possessing their own individual patterns and configurations of talents. Some have many talents; some have few. And, in any classroom, children represent widely varying degrees and shades of abilities. Therefore, individually prescribed learning opportunities are essential in implementing career education.

3. Career education allows for continuous progression from early childhood throughout life.

4. Career education will prepare students for the present as well as the future.

5. Career education emphasizes the decision-making processes.

6. Career education enlarges rather than narrows a person's range of career choices. It discourages premature or rigid career choices.

7. Entrance and exit points along the educational continuum will vary according to the needs, aspirations and opportunities of individuals.

8. Inherent to the entire concept is a continuing emphasis on guidance for the individual which will help him in fulfilling his aspirations and goals in life.

9. While schools must assume the major responsibility for career education, schools alone cannot achieve the goals which have been established without parental and community support, involvement and assistance.

10. Career education is an approach for enhancing the teaching and learning of basic skills through better motivation.

11. Career education will increase the relevance of education in a rapidly changing world.

Major Goals

LEARNING TO LIVE: EDUCATION PLACES EMPHASIS UPON PEOPLE.

The student will:

. demonstrate knowledge about his own interests, abilities, and aptitudes and his relationship with other individuals.

Career education will provide opportunities for self-exploration as well as opportunities for growth in the ability to cooperate and communicate effectively with others. This will help the student to identify lifestyles which will allow him to build upon his own special abilities.

. analyze personal interests, aptitudes, goals and opportunities in identifying possible uses of leisure time.

Leisure time is important to living the kind of life one wants. With a shorter work-week, a person's mental, physical, social, and spiritual well-being will depend upon his use of non-work time. Educational systems must assist the individual in

analyzing and planning for this phase of his life. Learning to take into account one's interests, aptitudes, goals and opportunities is important in achieving a satisfying lifestyle.

- experience satisfaction as a result of learning.

  Through programs of instruction designed specifically for him, the student will be able to pursue what is meaningful to him at a given point in time and, as a result, will be aware of his growth from that learning.

- demonstrate the ability to clarify his own values.

  Because modern communications systems and the mobility of people expose the student to many conflicting values, he finds little agreement about which values are "best" in today's world. Values, however, are the criteria used in making decisions about personal goals and personal behavior. Unclear values cause inconsistent, purposeless behavior. The ability to clarify one's own values helps in finding and maintaining a meaningful lifestyle.

- comprehend the characteristic roles of each stage of the life cycle.

  Increasing demands are made on the individual as he matures from birth to adolescence. The role of the child emerges from one of total dependence to independence and interdependence. The adult takes on roles such as marriage companion, parent, wage earner, consumer, citizen and community member. It is necessary for the individual to understand his role in this developmental process in order that he might effectively adjust to each role.

- identify alternative ways of accomplishing personal goals.

  Personal goals can be achieved through many different vocations and avocations. The student should be given many opportunities to develop alternatives.

- understand and appreciate people with varying values and lifestyles and their contributions to society.

  Society is a complex structure made up of many individuals who are members of many different subgroups within that society. These subgroups hold different values and participate in different styles of living. By learning to recognize and seeking to understand these differing values and lifestyles, a student is given a wider range of choices from which to build his own value system and choose his style of living. This process should also increase his appreciation for the contributions of these different components to society as a whole.

LEARNING TO LEARN: EDUCATION PROVIDES FOR INCREASED LEARNING OPTIONS.

The student will:

- secure and synthesize information needed for the achievement of personal goals.

  To accomplish the things which a person has established as being important, much information is required. It is necessary for the student to collect the relevant, pertinent facts and to relate these facts to himself. Once this is done, the individual is able to translate personal goals into realistic steps leading to his achievement of these goals.

- demonstrate the ability to recognize, analyze and benefit from successes and failures.

  The student has been conditioned to believe that success is positive and that failure is totally negative. In life, however, failure is frequently the means by which our understandings are crystallized. Given the ability to recognize and analyze our failures, they can be beneficial.

- understand how the social and economic environment affects and is affected by personal competencies.

  Social expectations and available economic opportunities influence how and what one learns and what one becomes. Each individual exerts some influence on others. An understanding of the role of social and economic influence is important for developing a lifestyle appropriate to both the individual, his environment and his personal competencies.

- be aware of various means of expressing, interpreting and dealing with emotions.

  Emotions are interwoven into the fabric of life and affect each individual's behavior in every life situation. The individual should learn to seek alternative emotional outlets that are acceptable to various situations.

- translate ideas into creative forms.

  Creativity is the expression of an idea in a personally satisfying way. Many new and exciting ideas can be preserved if they are communicated or expressed. Career education should help the student explore different methods and media for putting his ideas into form. For example, metal working and drafting offer avenues for creative expression as do fine arts activities.

. develop the ability to make and execute decisions.

Career education enables a student to practice the decision-making process. The student is better able to carry out his decisions if he has learned how to break the process into sequential steps. Focusing on the decision-making process enables him to apply these skills in any situation.

. demonstrate an appreciation of the value of the continuous learning process.

New knowledge is rapidly and continuously becoming available. This new knowledge affects how one lives and behaves--both in his work and in his leisure time. The changing technology involved in the production and distribution of goods and services demands that work skills be updated and new ones learned. Individuals should be aware of and prepared to move into different career patterns and to different levels in a career pattern as needs and goals change. Some people find it necessary to move in and out of the work force during their lives. The student should understand that continuous learning is necessary to achieve and maintain what he values in life.

LEARNING TO MAKE A LIVING: EDUCATION EMPHASIZES PURSUIT OF PERSONALLY SATISFYING OCCUPATIONS.

The student will:

. demonstrate a wholesome and realistic attitude toward work.

The student should gain an understanding of the interrelationships of occupations. He should understand how society is dependent upon occupations which vary widely both in scope and level, and that jobs have both advantages and disadvantages. In addition, the student should understand that work for the most part makes positive contributions to society and enables the worker to move toward achievement of personal goals. Thus, the career education thrust promotes a respect for and an appreciation of occupational roles.

. observe and explore a broad array of careers and identify the different characteristics of work roles.

The student is faced with thousands of different occupations he can pursue. Career education will help the student to become knowledgeable about broad categories of occupations and to develop a perception of the differences involved in performing various work roles.

. examine his feelings toward different types of work and identify the contributions of different workers to all of society.

Career education is concerned with all occupations. The student will acquire an adequate and realistic knowledge about a wide

variety of occupations. He will also examine his own feelings in regard to his possible participation in such occupations.

- select experiences that prepare him for further education and job entry.

  It is important for the student to see his career orientation from the broadest possible point of view. His selection of training and educational experiences should provide for him an open-ended avenue to lifelong growth and development.

- develop salable skills compatible with his interests, aptitudes, and abilities.

  The student should have opportunities to experiment with activities and participate in experiences related to his own career plans. The student will receive special emphasis on the skills appropriate to career entry points.

- acquire the capacity to redirect career goals.

  The capacity to redirect career goals grows out of the individual's awareness of himself--what he can become and what he desires to become. If he is given a complete understanding of the options, he will be able to redirect his goals with confidence.

Section IV

MAJOR COMPONENTS

To effectively implement the major goals of the career education concept, North Carolina's program should include five major components: 1) a curriculum design for kindergarten through twelfth grade; 2) a plan for professional development of all groups involved in working with the career education approach (both preservice and inservice); 3) a plan for community involvement in the new program; 4) teaching materials, equipment and facilities; and 5) evaluation.

CURRICULUM DESIGN FOR KINDERGARTEN THROUGH TWELFTH GRADE

Since career education involves all subjects, disciplines, areas, and personnel in a school, a K-12 curriculum design should provide the framework for incorporating career education into all learning areas. The curriculum design should be structured in a manner that will open up more opportunities, options, and choices for all students. The design for comprehensive career education should include the goals of learning to live, learning to learn, and learning to make a living.

These goals, learning to live, learning to learn, and learning to make a living cut across the entire curriculum at every level as illustrated on page 22. The chart is based on the one adopted by the State Board of Education (with a few modifications). For example, in the early childhood/elementary curriculum, awareness--of self, of careers, of decision-making--plays a major role; in the middle grades/senior high curriculum, exploration of job areas and preparation for immediate employment or further education plays a major role. The guidance function permeates the design and ties all ideas together.

Awareness - During the early childhood and elementary years, the broad areas of education enable the child to become aware of work, leisure, and emotions; of a value system; of himself and others.

Activities are interwoven into the basic instructional program to accomplish these goals (as illustrated). However, it is important that activities be conducted in an organized manner, with each step building upon prior learnings.

The guidance function, shared by the counselor and teacher, consists of group and individual guidance experiences which will assist the student in recognizing and appreciating values, emotions, attitudes, lifestyles, and the existence of a wide range of occupations. The counselor will act as a resource person to both teachers and children.

Exploration - In the middle grades the student is given an opportunity to explore a wide variety of skills and careers. At this level, simulated experiences play a significant role in his educational program. The role of exploration in the process of decision-making is emphasized.

Exploration of one goal of career education (learning to learn,

learning to live, or learning to make a living) should include exploration of the other two. For example, exploration of occupations (learning to make a living) must also include the exploration of education needed and exploration of the lifestyles associated with the way one makes a living. At this level he will be given opportunities to select one or more job clusters in which he would want to have experiences.

The teacher-counselor guidance team will help the student begin to analyze his own aptitudes, abilities, and interests, and to relate these to his expanding knowledge of the world. Through individual and group experiences he will be assisted in examining his feelings, attitudes and emotions as he explores the world of work. At the exploratory level, the counselor's duties should include serving as home-school-community coordinator.

Preparation and Specialization - During the senior high school years, students will use the knowledge and skills developed in previous stages to plan for more in-depth exploration and to make tentative selections among the many educational and career options. The study of clusters should in no way imply tracking of students.

These options should include preparation for immediate employment by developing salable and/or homemaking skills and preparation for future employment by beginning the pursuit of a longer period of education in the semi-skilled, skilled or professional areas.

Students will prepare and specialize in at least one field of interest, but they will be aware of additional and further educational opportunities upon exiting from high school.

At the secondary level, the guidance counselor should aid students in career planning and/or job placement. Guidance services should help students develop interests, values, and attitudes that will assist them in making decisions about learning, living, and making a living. The placement and follow-up functions of guidance should assist the student in taking the next sequential step in his career development.

This report addresses itself to the K-12 educational program but attention is paid to post-secondary education. In grades 13 and 14, some students will specialize in an occupational program or college transfer curriculum. Opportunities for upgrading skills or retaining them are available through the Community College System. For other students, grades 13 through 16 and beyond will offer junior college, college and university programs. Close cooperation and articulation among all facets of education for the optimum development of each student from the kindergarten through his total educational experience are highly desirable.

The Occupational Cluster Concept - Each of the broad areas of the curriculum design adopted by the State Board encompasses a discrete body of knowledge, facts and principles. Through the career education approach the knowledge unique to each curriculum area is related to understanding the work environment by the student observing, discussing, and/or practicing

the use of knowledge and skills in actual or simulated work situations.

Where the career education emphasis is on the awareness phase of learning to make a living (K-6), references to careers should develop as a logical part of the planned basic instructional program, just as it does when the emphasis is on awareness of learning to learn or learning to live.

In grades 7-9, the emphasis on exploration, awareness and exploratory activities should also be integrated into the basic instructional program. However, in the area of occupational education, exploratory activities may need to be organized around or selected from some arrangement of closely related occupational groupings.

The task of knowing about occupations is reduced somewhat by the fact that different types of jobs naturally fall into certain groupings or clusters in that they are related in basic ways. However, even here there are various ways to categorize them. For example, THE DICTIONARY OF OCCUPATIONAL TITLES categorizes jobs into one sort of classification while Fredric Kuder, author of a widely used occupational interest inventory, uses another.

For our purposes we propose the following clusters since booklets and classroom materials furnished by the U.S. Office of Education will be based on this categorization. Local units can alter them as they wish.

- Agriculture - Business and Natural Resources Occupations
- Business and Office Occupations
- Communications and Media Occupations
- Construction Occupations
- Environmental Control Occupations
- Fine Arts Occupations
- Health Occupations
- Hospitality and Recreation Occupations
- Manufacturing Occupations
- Marketing and Distributing Occupations
- Marine Science Occupations
- Personal Services Occupations
- Public Services Occupations
- Transportation Occupations
- Consumer and Homemaking Education Occupations

Preparation programs (either preparatory or cooperative) in occupational education at the senior high school level should have sufficient variety to allow students to have several clusters from which to choose.

CAREER EDUCATION K-12 CURRICULUM DESIGN
to Accommodate
Individualized Learning/Behavior Objectives

LEARNING TO LIVE	LEARNING TO LEARN	LEARNING TO MAKE A LIVING	AWARENESS → of self - of others of values - of careers of emotions - of leisure of decision-making skills	→ AWARENESS → EXPLORATION of educational opportunities of careers - of skills of decision-making and value clarification	→ awareness → EXPLORATION → PREPARATION for specialization for immediate employment for future employment
			Readiness and Learning Foundations Program	Prescribed Integrated Sequential Learning Program	Selective Individualized Program
			K 1 2 3	4 5 6 7 8 9	10 11 12
Citizenship Education					
Communications					
Cultural Arts Education					
Healthful Living Education					
Mathematics and Science Education					
Occupational Education			Occupational Education will be infused into the five areas above (k-6)		
			GUIDANCE	GUIDANCE	GUIDANCE

LEARNING TO LIVE

(Examples)

AWARENESS	EXPLORATION	PREPARATION*
The student should:	The student should:	The student should:
develop an awareness of self--attitudes, interests and abilities	analyze and accept personal characteristics	relate interests and abilities to personal career planning
develop an awareness of others--family, peer groups, and community groups	expand his self-image through successful group interaction	assume responsibility for self-direction within larger groups
develop an awareness of similarities and differences among people	explore reasons for these similarities and differences	understand, accept, and work effectively with other people
develop an awareness of values	analyze how one's values influence and are influenced by others	make applications to lifestyle planning
develop an awareness that people perform many life roles	explore the characteristics of various life roles	select activities in preparation for personally satisfying life roles
develop an awareness of leisure time activities	explore ways of using leisure time	select and develop personally satisfying leisure activities

* This phase is based on application of meanings derived from the awareness and exploratory phases.

LEARNING TO LEARN

(Examples)

AWARENESS	EXPLORATION	PREPARATION*
The student should:	The student should:	The student should:
develop an awareness that learning is important	pursue opportunities for self-directed learning	make course of study selection based on needs and desires
develop a positive attitude toward learning	develop a positive attitude toward learning	develop a positive attitude toward learning
develop an awareness of the decision-making process	practice decision-making skills and analyze results	apply his decision-making skills to present and future learning options
develop an awareness of multiple learning options	inquire into the many different sources of knowledge	use to best benefit the various learning options
develop an awareness that education is a life-long process	explore many types of educational opportunities	plan and begin pursuit of a personally satisfying educational option

* This phase is based on application of meanings derived from the awareness and exploratory phases.

LEARNING TO MAKE A LIVING

(Examples)

AWARENESS	EXPLORATION	PREPARATION*
The student should:	The student should:	The student should:
develop an awareness of why people work	explore the psychological, social, and economic effects of working	apply these meanings to his decision-making process
develop an awareness of the variety of work areas	explore a variety of occupational clusters	select appropriate career preparation options

* This phase is based on application of meanings derived from the awareness and exploratory phases.

PROFESSIONAL DEVELOPMENT

Why Staff Development is Needed

If career education is to be successfully incorporated into the curriculum, both pre-service and in-service teacher education must be given major attention and high priority. Institutions of higher education preparing teachers must become acquainted with the scope of career education in North Carolina and its implications for teacher education in order that they may adjust programs accordingly.

It is essential that a close working relationship be established and maintained among the following individuals and groups:

- Public School Personnel (teachers, special service personnel, administrators, Boards of Education, etc.)
- The State Board of Education and the education departments responsible to it
- Institutions of Higher Education
- Community Colleges and Technical Institutes
- Private Business and Industry
- Professional Associations

Local educational agencies, as well as the State Agency have a responsibility to inform colleges and universities of the competencies (including implications for pre-service teacher education programs) that will be required of teachers to effectively incorporate the career education concept.

In the next few years as career education is infused into the public school curriculum of this State, school personnel at all levels will need to be provided with professional skills and competencies. Consequently in-service staff development at the local level will require a great deal of planning and coordination if it is to best serve staff and curricular needs.

Community involvement will be a very important component in career education, therefore, committees and volunteers should be involved in its planning and implementation. Local school systems should provide appropriate staff development opportunities for these people, in order that they may be more effective in their various roles.

The professional staff of the State Agency must be thoroughly acquainted and well versed in the career education concept. The major responsibility for interpretation and counseling will be borne by the many consultants and program specialists of the Agency.

Strategies for Implementing a Staff Development Program

State Agency

In-service training for State Agency personnel must be provided in order that each individual will thoroughly understand the scope of career education both for the Agency and for his particular area of responsibility. State Agency personnel will have a major responsibility in interpreting the concept to institutions of higher education, local education agencies, business and industry, professional associations, and other concerned groups.

Following the adoption of the Career Education Task Force report, in-service activities should be developed for Agency personnel. These activities might possibly be developed by the Career Education Task Force or by any appropriate body that the State Superintendent may designate. Possible activities could include large and small group discussion, workshops, seminars, individual study and visitation.

Local Education Agencies

Following the decision by a local school system to implement career education, a thorough job of planning for staff development should occur. The plan might include a needs assessment based on an analysis of the strengths and weaknesses of the current program and the development of a specific plan that would include all personnel on an individual need basis. The local unit staff development plan for career education can and should be an integral part of the unit's total education plan. A local plan might include the following or a similar type of format.

First Phase - Phase I should include all staff members who will be affected, as well as community groups who will be fulfilling various roles. The program would deal with:

1. A thorough investigation of What Career Education Is and What Career Education Is Not
2. The Philosophy of Career Education
3. The role of career education in the schools
4. The objectives of the career education approach in North Carolina

Second Phase - Following the first phase attention should focus on activities that will prepare professional as well as non-professional personnel who will be planning, directing or supporting student learning opportunities. This second phase should consist of:

1. The specific curriculum design including its major and minor elements

2. Strategies for implementation

3. Teacher selected and/or prepared materials and lesson ideas

4. Involvement between school and community including opportunities for staff to work with business, industry, labor and agriculture

5. Elimination of walls between academic and vocational staffs and programs

In order to provide local school systems with assistance in establishing and conducting a staff development program in career education, staff development teams will be formed in several regions of the State. These teams will offer assistance to school units which may need help in developing a staff development program. These staff development teams might consist of:

1. People who have had experience in one of the pilot or exemplary Career Education Programs

2. Persons in higher education who may be working with the career education approach

3. Knowledgeable staff from the State Department of Public Instruction, the Department of Community Colleges and the Controller's Office

4. Selected people from local school systems who have been successful in developing good teaching techniques

Selected staff development teams will be briefed as to the objectives and program approved by the State Board of Education. The staff development teams will be available to assist local units in planning and conducting in-service programs primarily on an initial basis. Following the initial in-service activity, the local unit will provide for on-going inservice as a part of the regular staff development program.

Professional Associations

One of the important keys to the successful implementation of the career education concept will be the understanding and support of the professional associations in this State. Great care should be exercised in insuring that the leadership of the professional associations are well acquainted with the purpose and intent of the State Board of Education's philosophy relative to career education. Following the adoption of this report by the State Board, meetings should be arranged with the leadership of these associations.

Institutions of Higher Education

Following the adoption of the career education approach by the State Board of Education, Agency personnel well versed in the concept should meet with representatives of higher education to share the goals and objectives of career education and their implications for teacher education programs. This can be done by members of the Career Education Task Force working in concert with the Division of Teacher Education, Certification, and Staff Development and with the State Advisory Committee on Teacher Education and Staff Development.

COMMUNITY INVOLVEMENT

While the schools must assume primary responsibility for career education, the objectives cannot be fully reached without involvement in and by the community. After the local Board and professional staff have determined the broad policies under which career education will function, a liaison group from the community representing a broad range of interests, abilities, and resources should be appointed by the Board. Following an orientation or in-service period, this ad hoc group should be helpful in interpreting and implementing the career education concept, in supporting and strengthening educational programs, and in providing a pipeline for information from the community to the schools and from the school to the community.

These community representatives are needed to serve as liaison with student, parent, church and civic groups. Community representatives will also serve a vital role by establishing rapport with local businesses, labor organizations, professional organizations and public agencies.

Bringing the Community to the School - Community volunteers can make a valuable contribution to career education. A directory of available resource persons with various occupations, avocations, skills and lifestyles will assist teachers in scheduling volunteers for a few hours or for several weeks. In compiling the directory of resource persons, retired individuals and elementary, junior high, high school, community college, technical school and four-year college students should be included.

The community is also a resource for materials and equipment. Local businesses or individuals frequently can contribute or loan demonstration units, film and filmstrips, printed material and/or supplies. Expertise can also be found within the community to assist school personnel in developing learning experiences and materials.

Taking the School to the Community - The school should be extended throughout the community. A directory of possible field trips should be developed listing businesses, industries and agencies willing to accommodate groups of students who wish to observe a variety of careers, avocations and lifestyles. It might also include names and addresses of individuals or small groups willing to become involved in activities with individuals or small groups of students in order to supplement in-school studies.

The community becomes an extension of the school when students can observe and/or work in it. It can be a laboratory for career awareness and exploration at all grade levels. Students beyond grade seven or eight should be able to participate in a wide range of exploratory activities (perhaps even modified intern programs) at the semi-skilled, skilled, technical and professional levels found in the local community. Teachers should be included in these programs and activities using the community as the laboratory in order to increase teaching competencies and understanding of other lifestyles.

Guidance services can be greatly improved through interaction between school and community. Counselors, teachers and students will have better access to community economic and employment data. The intern programs will provide an opportunity for students to assess individual abilities and obtain employer evaluation prior to making career choices.

An informed, interested and involved community is the greatest assurance of success for any educational program.

TEACHING MATERIALS, EQUIPMENT AND FACILITIES

As administrators plan for the implementation of the career education concept, consideration must be given to providing adequate and appropriate teaching materials, equipment and facilities.

Teaching Materials

Teaching materials that assist students in relating subject-matter knowledge to the many ways people use it in their work, home and community must be readily available. Since the career education approach to instruction will increase the opportunities for students to study in areas of their own interests, materials must be available that provide for an in-depth study of a subject, that help the student evaluate what he has learned as he progresses and are easily transportable.

The titles and content of materials should be varied so that students can pursue a study beyond information found in textbooks. By having a variety of different titles of written, visual and manipulative materials available from which students can make selections, they may be motivated to read more and to become more self-directed in what they read both inside and out of school.

Materials designed for students who are physically or mentally handicapped or disadvantaged will be needed in all subject areas. The special interests of students who are highly motivated to study specific information or who learn at an accelerated rate must be accommodated.

Consumable materials must be provided for students and teachers to use in expressing ideas creatively. For students to simulate, practice or develop some of the skills observed being performed by professionals, technicians and skilled workers, raw materials must be available. All students should have opportunities to analyze their interests and their abilities as they work with raw materials and equipment.

Equipment

Additional equipment will be needed for students to use in developing communicative and computational skills, manipulative ability, artistic or musical interests and occupational work skills.

Students may derive increased meaning from their studies when equipment is available for them to use individually at the time their interest is high. Equipment that is designed for viewing and listening to information may increase the student's rate of comprehension of subject matter.

The need for equipment to facilitate the organization of materials and space for use by individuals and groups of students and teachers will increase.

Facilities

Implementation of the career education approach will require planning and organizing space and facilities for individualized experiences, expanded curricula offerings and increased numbers of personnel. Reduction of the pupil-teacher ratio, increased guidance services and involvement of parents in instruction and supportive activities will necessitate the provision of adequate areas for teaching, laboratory activities, conferences and materials development and storage.

EVALUATION

Evaluation by school personnel is concerned with finding what is done in the school with students and how change may be brought about to help them realize their potentials as completely as possible. The evaluation process should be guided by the objectives for learners as outlined in a comprehensive curriculum plan. The evaluation of the sum total of the learners' progress can be directly related to the school's progress in planning and accreditation.

With a career education emphasis in the curriculum, a variety of techniques of evaluation must be used to determine its effectiveness. In essence this evaluation is evaluation of the entire curriculum. We have traditionally used formal tests, usually of a standardized and written nature, as the main instrument of evaluation. More and more we must include other forms of evaluation, including use of interviews, anecdotal records, experience diaries, check lists, and other forms of informal tests. Even with informal tests, however, there must be a common format and uniformity of application. Teachers, in particular, need to know a great deal about evaluation and how to use specific evaluative techniques.

There is a need to go beyond measuring of information learned and skills acquired. There is concern with the kinds of habits and attitudes children are forming. The question of concepts, thinking ability, interests, appreciations and personal adjustment must be considered. Additionally, the extent to which the student is using and applying knowledge and skills must be evaluated.

As the LEA sets up a continuous evaluation process the following questions might be considered:

- In what ways are we creating an atmosphere in which learners interrelate their learnings?
- What assumptions are we making about these students - their experiences, their interests, their abilities?
- In what ways are we insuring the inclusion of basic knowledge and skills in each student's school experience? How do we know?
- What guidance are we offering in improving the learning processes of each student?
- Are we developing the thinking potential of each student? How? How do we know?
- How are we helping each learner to accept responsibility?
- What guidance are we offering to help the student make sound decisions?
- By what means are we reinforcing the learner in his direction of achievement?
- Are we assessing the teaching processes that seem to impede the learning of some students?

Finally, we must remember that the primary purpose of evaluation is the improvement of teaching and learning.

Section V

ROLE OF STATE AGENCY IN IMPLEMENTING CAREER EDUCATION

Staff members of the State Agency will play key roles in the implementation of career education into the present educational system. The Task Force identified the following responsibilities for this group:

- State Agency staff will participate in an in-service program following Phase I of the Professional Development Section (see page 27). Membership in the various divisions will be combined into in-service groups of workable size with Career Education Task Force members conducting this activity.

- After all State Agency staff have participated in this inservice, they will rejoin their own divisions and begin work at the division level to study the present curriculum or service structure and recommend modifications to accommodate the career education approach.

- Divisions will cooperatively develop strategies for working together with institutions of higher learning and with local education agencies (LEA's) in implementing the career education concept.

- Division plans should include the following roles where applicable:

  (a) Leadership to local school units in program planning to infuse the State Board's recommendations on career education into existing and/or new programs.

  (b) Leadership in working with schools of education in preservice and inservice for teachers.

  (c) Leadership in planning summer institutes in the various divisions.

  (d) Leadership in conducting workshops in local school units with specialized professional teacher groups to:

  - interpret career education

  - assist in developing curriculum materials

  - assist in developing teacher materials

  (e) Leadership in developing experimental and exemplary programs involving career education and determining the effectiveness of these programs.

  (f) Leadership in developing curriculum guidelines or supplements to existing curriculum guides on how to infuse career education into the particular subject. Include bibliographies of resources, i.e.,

- in the form of broad guidelines,
- by specific examples (isolated or related to many topics), or
- by taking a topic and developing a "model" unit to be used as a guide at the local level.

. Each division will furnish membership on a state advisory group speakers' bureau on career education.

. Develop presentation to interpret division's plan for implementing career education concept in a single discipline or cooperatively with other divisions for use by interested groups.

. The State Agency will conduct and/or coordinate periodic evaluation of career education through status studies, state assessments of educational progress, and follow-up studies.

Section VI

GUIDELINES FOR IMPLEMENTING CAREER EDUCATION IN LOCAL UNITS

The staff of the State Agency cannot do the job of implementing career education in a local education agency. Local school unit personnel will have the key responsibilities in beginning and/or modifying career education in the schools of North Carolina. The Career Education Task Force recommends fifteen guidelines which local school people might follow in developing their career education programs. Some LEA's are already doing these things.

1. The local education agency receives and studies information on career education.

2. The local school unit requests that the State Agency conduct orientation to explain the career education concept adopted by the State Board of Education.

3. The local superintendent and administrative staff accept the career education concept or a modification of it as adopted by the State Board of Education.

4. The local Board of Education adopts a policy regarding career education and instructs the administrative staff to incorporate the concept into its planning effort.

5. The superintendent makes sure that his planning team includes or calls on teachers from curriculum areas, special personnel, administrative staff, community college representatives, students and lay persons. The planning team achieves an optimum size at fifteen members.

6. The planning team conducts a status study to include:

   . social and economic data

   . community data

   . educational data

7. The planning team draws conclusions regarding the effectiveness of the existing educational program.

8. The planning team studies existing programs which include portions of the career education concept.

9. The planning team, with help from other educational and lay personnel, develops a plan for education including the career education concept. Some considerations might be:

   a. Continuing Objectives

   b. Specific Objectives

c. Strategies for implemention including:

(1) organization
(2) curriculum revision in all areas
(3) materials, equipment, facilities; and
(4) personnel and professional development; and
(5) community involvement

d. Evaluation

e. Program budget

(1) Personnel
(2) Administration - Supervision
(3) Staff Development
(4) Curriculum and Materials
(5) Travel and Subsistence
(6) Equipment
(7) Evaluation

10. The local Board of Education adopts an education plan including the career education concept.

11. The local Board of Education adopts a short, medium and long-range plan for implementation.

12. In-service education is provided for all personnel.

13. Individual schools within the local school unit must use representatives from the planning team to develop a plan to meet their respective needs.

14. The local Board of Education appoints a liaison team representing the various segments of the community to assist in interpreting and implementing career education.

15. Implement the career education concept.

Section VII

IN CONCLUSION

The Career Education Task Force has outlined a gigantic task. Success will depend upon the united efforts of people at all levels in North Carolina. We believe that the concept of career education, properly implemented, can make public education more relevant and more responsive to the needs of individuals and our society in this latter part of the Twentieth Century and for life in the Twenty-first Century.

We are fortunate people in North Carolina in many respects. Nature has blessed us, but we shall surely squander our good fortune unless we keep searching for better ways to develop our most important resource--our children.

We are now at the crossroads. Will we seek to achieve the great goal stated by the late Dr. Clarence Poe--"Let us make North Carolina a land of beauty, a land of plenty, and a land of human comradeship." Will our schools give as Governor Charles B. Aycock said, "The equal right of every child born on earth to have the opportunity to burgeon out all there is within him?" Or, will we stumble on and let too many of our children pay the penalty of our folly? We, the people of North Carolina must answer these questions.

RECOMMENDATIONS FROM THE CAREER EDUCATION TASK FORCE

February, 1973

I. General

It is recommended that:

A. Career education be established as a priority in the State Department of Public Instruction and that the State Superintendent identify specific leadership to implement it.

B. The State provide leadership to involve all local units in efforts to implement the career education concept beginning September, 1973.

C. State-level committees composed of agency staff, LEA, college and lay personnel function on a continuing basis.

D. Conferences be held in six locations throughout the State involving representative lay people, professional educators including college and university personnel and appropriate consultants to discuss the general characteristics of career education and their implications for change. The regional education centers should be involved in planning and conducting these conferences.

E. A state-wide conference be held during the summer of 1973 in cooperation with the U.S. Office of Education at which time key leadership will be brought together to assess and plan for further development of career education.

II. Curriculum

It is recommended that:

A. The K-12 Curriculum Design, adopted on October 5, 1972, be changed to illustrate occupational education as a separate area only for grades 7-12.

B. Future comprehensive educational plans developed by LEA's should contain components of career education.

C. In the first phase, priorities on distribution of discretionary state resources, including certain federal funds, be given to the development of career awareness and middle grade exploratory programs.

III. Staffing and Professional Development

It is recommended that:

A. Regulations be modified to permit utilization of individuals from within the community to serve as teachers to enrich or supplement the curriculum.

B. Priority for staff development projects financed from local, state and federal funds during the next two years be related to the career education concept.

C. Funding for all in-service training be coordinated through the Division of Staff Development with planning at the individual division level.

D. Staff members of the Department of Public Instruction be involved, on a continuing basis, in staff development in the career education concept.

E. Colleges and universities be encouraged to develop pre-service and in-service programs to prepare teachers and other personnel in the various components of career education and that consideration be given to the identification of three demonstration centers.

F. The role of guidance personnel be redefined in terms of the career education concept.

IV. Resources

It is recommended that:

A. Adequate guidance personnel be provided in elementary and secondary schools.

B. Future textbook adoptions include consideration of the career education concept.

C. A wider variety of occupational education courses be offered in the secondary schools.

D. Local units, colleges and universities be provided copies of the career education task force report.

E. LEA's be encouraged to provide additional facilities, equipment and materials necessary for implementing career education.

V. Research and Development

It is recommended that:

A. A follow-up study of all high school graduates in five different type communities (rural, inner city, etc.) be initiated as a part of the state assessment program.

B. Project allocations from Research and Development funds should include provisions for career education.

C. In addition to the general assessment programs which are being conducted at the state and local levels, special procedures be established for evaluating new career education programs. In order to insure that these appraisals take place, financial and human resources should be allotted for these purposes.

CAREER EDUCATION

This Board has addressed itself to the need for more meaningful, more relevant instructional programs frequently. Some months ago as the concept of career education was developing statewide and nationally, the Board appointed a Task Force of staff members representing the entire Education Agency and directed this group to report its findings and recommendations to the Board as soon as possible. George Kahdy was asked to chair this group. The Task Force Report was presented to you prior to the March meeting, but due to a crowded schedule and the desire of the members to have more time to study the report, action was postponed until this April meeting. In the meantime, we have shared with you a statement developed by the Chairman in communication with George Kahdy and Jerry Melton. We recommend the Task Force Report and the policy statement to you and ask you to adopt the following two recommendations:

1. "That the State Board of Education accept and approve the Report of the Task Force as a description of a concept which promotes comprehensive education" and

2. "That the State Board of Education adopt the policy statement on career education as presented: and that the Department of Public Instruction is requested to continue its study of career education in the light of this response to the Task Force Report and shall continue to advise the Board of its progress."

Resolutions adopted by the State Board of Education, April 5, 1973.

CAREER EDUCATION POLICY

Statement by

CHAIRMAN DALLAS HERRING

April 5, 1973

The ability to read with understanding, as well as to write and speak with precision, and the ability to compute with accuracy and comprehension are the most essential skills and insights which education can develop in any student. All further progress in education depends upon how well these abilities are mastered. The earlier the student acquires them the more rapid and thorough his progress may be. Nothing should detract from, or diminish the emphasis given to, the development of these competencies in every student, especially in the elementary years.

Some students do not acquire these basic skills and insights as readily and as thoroughly as others. Their progress is seriously hampered and education becomes a discouraging and frustrating experience for many of them.

It is suggested that for some students the basic skills of reading, writing, speaking and computing may be learned, with greater appreciation for their value and meaning, if they are related to practical occupational goals in which the students have a natural interest. In other words, applied basic education experiences,when logically related to occupational education, may improve the opportunity to learn the basic subjects. It is not suggested that this would be an adequate substitute for the courses in basic education, but a helpful supplement to them.

Occupational education thus, instead of being limited to economic goals, would be enlarged and expanded as a laboratory to enhance learning in the basic studies as well. The student in a bricklaying class, for example, may learn some applied geometry as he constructs arches or some applied physics as he constructs a cantilevered wall section.

It is one thing to insist upon a sound and separate basic education curriculum for all students, with elective courses in occupational education which include a strong emphasis on applied basic education experiences. It is quite another thing to propose that occupational education, with its attendant economic goals, "permeate the entire curriculum," as some national leaders have suggested. The first alternative seems worthy of further experimentation and study. The latter does not.

In order that these concepts may be understood and adhered to, career education for North Carolina can be defined as:

> "A system of study which emphasizes applied basic education experiences and relates them to occupational education in a sequence of elective courses which are offered in addition to, rather than in lieu of, the basic disciplines, so that students who desire (1) to become aware of, (2) to explore in a general way or (3) to become skilled in certain occupations may acquire a better understanding of the importance of basic education to their occupational goals and may be motivated to increase their understanding of basic education in preparation for adult life."

If understood in this way, the concept would seem to afford very little risk that the abuses which have been pointed out will occur. Nevertheless, the following should clarify the Board's position with respect to certain concerns which have been expressed:

1. Premature choices of an occupational goal and early "tracking" of students in a way which prevents their full basic educational development should not occur. Alternatives should be offered which will, with professional and parental guidance, enable students to make wise choices in establishing educational goals.

2. The schools should never become an instrument for social engineering, as certain behavioral psychologists are alleged to advocate. Individual freedom and dignity should be among the highest values which education should protect and encourage.

3. Career education, as defined above, cannot be considered a panacea for all of the problems of learning. It should be tried experimentally as a <u>possible</u> solution to <u>some</u> of these problems.

4. Students should develop a wholesome attitude toward work, but work is not the whole purpose of living. Nor should all learning be limited to that which may have a useful or practical value. There are many things worth knowing which have little, if any, practical usefulness in the production of goods and services. Economic independence is a worthy goal of occupational education, but it is not education's only goal.

5. Meeting the needs of all students should be a primary purpose of education, but it is not suggested that career education alone can do this. Nor is it suggested that all education should have a career goal. Learning for personal satisfaction and growth is also a proper objective.

6. Development of the mind, in its ability to acquire knowledge and understanding and to make intelligent judgments, should continue to be a primary purpose in education.

7. Improvement and expansion of occupational education courses in the comprehensive school should be based upon the latest information which can be obtained concerning the kinds of employment that may be available when the students are to be employed. There is no value in training anyone for employment which may never be available to him. The trends in employment should be studied constantly and occupational education should be changed in the light of that knowledge.

8. In the elementary schools students for years have had the chance to become aware of certain trades and professions. Lawyers, doctors, ministers, policemen, firemen and others have visited elementary students to give brief explanations of their work and students customarily have been encouraged on such occasions to read about these careers and to engage in limited activities which interpret them. This experience has shown no abuse of the child's learning in the basic subjects. Interest in reading and computing usually has grown instead. While care should be taken to hold these experiences within reasonable bounds, the practice seems worthy of continuation. We see no risk in calling these long-established methods a part of the new concept, but we emphasize that reasonable limits should be maintained and that the primary goal should be to enhance basic education.

Career education, as Dr. Sidney Marland, its principal advocate, has said, is "an experimental concept which has not yet proved itself." We believe that there is sufficient reason to expect that further experimentation, within the limits discussed above, may lead to an improvement in the basic education of some students. We, therefore, support the proposal to engage in carefully conceived experiments which are designed to establish whether the concept has real value for North Carolina. We do not believe widespread changes in the curriculum should occur unless and until it is clearly established that the concept is sound.

We commend the Task Force on Career Education for its effort to arrive at an acceptable and a productive answer for North Carolina. The State Department of Public Instruction is requested to continue its study in the light of this response to the Task Force Report and to advise the Board of its progress.